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ABSTRACT

This report summarizes efforts of the Rural Assistance Council during the past 3 years to support the process of integrating education, health, and social services in Delaware. The Delaware RAC is a group of concerned educators and representatives of community organizations committed to improving rural schools. The RAC held two forums with 47 representatives from rural schools, communities, and community organizations. The purpose was to explore ways to build consensus and support for quality education and to promote partnerships among families, communities, and schools. The primary concerns of rural communities, as reflected by participants, focused on the broadened roles of schools and their relationship to other social service agencies. The RAC also conducted a seminar on "Designing Rural Schools as Community Learning and Service Centers" for district administrators, teachers, counselors, school board members, and representatives of community health and social service agencies. The RAC conducted a follow-up workshop for 24 people representing 7 school districts and 4 state or community agencies. The workshop resulted in recommendations and guidelines on advocacy; networking; planning comprehensive services; assessing community strengths, resources, and needs; and financing comprehensive service systems. These guidelines represent specific actions necessary to begin the process of integrating services in Delaware. (LP)

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Delaware RAC Report #1

ED 389 493

Voices of *Rural* Educators and the *Rural* Community

On Integrating Education, Health, and Social Services

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Delaware Rural Assistance Council
and
Research for Better Schools, Inc.

October, 1995

RC020347

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The Delaware Rural Assistance Council (RAC) is a group of concerned educators and representatives of community organizations committed to improving rural schools in Delaware. The objectives of the Council are to: (1) identify the most pressing needs of Delaware's rural schools and school districts; (2) develop, in cooperation with appropriate state organizations, plans for attending to those needs; (3) outline an operational agenda, one that includes suggested resources and responsibilities, for carrying out the plan in Delaware; and (4) establish a network of Delaware organizations and associations and enlist their assistance in carrying out the plan.

Research for Better Schools (RBS) is the regional educational laboratory for the Mid-Atlantic states. Part of RBS' mission statement reads as follows: "The nation's education system is responsible for preparing our youth to meet the challenges of today and tomorrow. To accomplish this, there is a developing consensus among leaders in education, government, and business that schools will have to modify...the way they conduct their activities....With collaborating partners in education, government, business, and local communities, we believe that we can and will succeed in preparing all students to meet the changing demands of the world."

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VOICES OF RURAL EDUCATORS AND THE RURAL COMMUNITY ON INTEGRATING EDUCATION, HEALTH, AND SOCIAL SERVICES

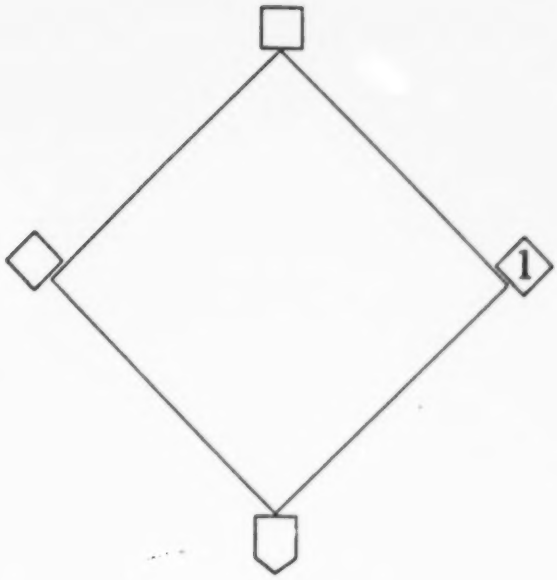
One metaphor used in this report on the Rural Assistance Council's (RAC's) efforts to support the process of integrating education, health, and social services is that of a baseball game, since we have described three RAC activities as stages -- or bases -- in the process. We believe we have made progress -- at the awareness level -- but recognize that many schools and communities still are far from "home," that is, delivering to multiple clients the multiple services they need.

The purpose of the report is to summarize the RAC's activities during the past three years as they relate to one of the major issues confronting schools and communities today, namely, how best to integrate education, health, and social services. The intended audiences are teachers and administrators, school board members, community agency staff, community leaders, and others who are working to improve all aspects of the quality of life for Delaware's citizens, young and old.

The RAC has been quietly working -- mainly behind the scenes -- to explore key issues relating to meeting the needs of and delivering services to our clients. We base our involvement on two fundamental realizations. First, we begin with the simple, but sometimes overlooked, affirmation that children and youth are part of families and families are part of communities and that we have to engage all levels of government -- local, county, and state -- in meeting the needs of children, youth, and their families. Second, we believe that we simply cannot "dissect" children as if they were laboratory specimens, disengage the school from the community, separate academic from affective goals, divide short-term needs from long-term problems, or distinguish education goals from caring goals.

Many people do, of course, have visions that unite education and caring. Perhaps no vision is more poignant than a fictional young man from the 1950s who pictured himself standing by a cliff all day catching "little kids" as they start to go over the edge. Yet, in spite of that marvelous image, we do not have to rely on fictional visions to tell us that the safety net all too often is missing for many children and youth -- whether they live in cities, small towns, or rural areas. As the child's quotation on the cover of a Children's Defense Fund report, Falling by the Wayside, so eloquently states, "Dear Lord. Be good to me, the sea is so wide and my boat is so small." Perhaps we are "falling by the wayside" when we should be "catching in the rye."

During the past few years, the Rural Assistance Council has conducted public forums that identified critical issues, a seminar that recommended specific actions, and a follow-up invitational workshop that suggested ways of building concrete service delivery models. The RAC members felt that the time was now ripe to summarize these initiatives and move from the awareness stage toward building local plans and programs. We trust that this brief report will assist schools and community agencies in this task.



The Two Public Forums: Identifying Critical Issues

The 1990s are a time when the education community in this nation -- and certainly in Delaware -- is literally bursting at the seams with various thought-provoking visions of schools and schooling in the year 2000 and beyond. The RAC has always felt strongly that rural schools and communities must not be overlooked in this flurry of activity. Although in some cases, rural schools may be geographically apart, we trust it is not an issue of "out of sight, out of mind." The RAC, therefore, conducted two forums to explore two of the Delaware State Board of Education's "Goals of the 1990s" that appeared to be particularly relevant to rural communities:

- Goal 6: Continue building consensus and support for quality education.
- Goal 7: Promote partnerships between families, communities, and schools to improve the academic and social success of students.

When the RAC members reviewed the board's goals, these two stood out. The Council felt that in order to enhance informed decision making on the part of policymakers, it was essential that there be broad input from the community. The Council, therefore, invited to the forums representatives of organizations as well as interested individuals who have a vital interest in making certain that the values and strengths of rural schools and communities were addressed, maintained, and enhanced. A total of 47 representatives from rural schools, communities, and community organizations attended the forums.

Interestingly, the primary concerns of the rural communities, as reflected by the participants, focused mainly on the broadened roles of schools and their relationship to other social service agencies. For example, four major points were made:

- One participant noted that one of the major aspects of school improvement is looking at schools, particularly rural schools, with a broader vision of the schools serving as community learning and service centers. "It is a broader role, a changing role. The ultimate vision is that some day it will be impossible to tell where the school door ends and the community door begins -- and vice versa."

- A number of reasons were presented for developing an integrated approach for delivery of services: the need to overcome fragmentation and duplication; the lack of communication (four agencies involved with one family, yet they don't talk to each other); the lack of awareness of available resources; and the need for outreach programs that connect people with services that are available.

- A number of problem areas surfaced: the fact that rural communities often have limited social services to begin with; the fact that many programs come and go as funds become available and later are cut off; and the lack of clarity and sometimes the conflicts that exist regarding who is responsible for what activities.

- The major concerns regarding service integration are the specific roles and responsibilities of rural schools: Who is going to take the responsibility of pulling together the resources? Teachers? Administrators? Somebody else? How can educators deal with all this?

In addition, several broad recommendations emerged:

- Schools should be redesigned as community learning and service centers. Anything which impacts on the education of the student should be able to be addressed, or the problem addressed, or the sources found, through the school.

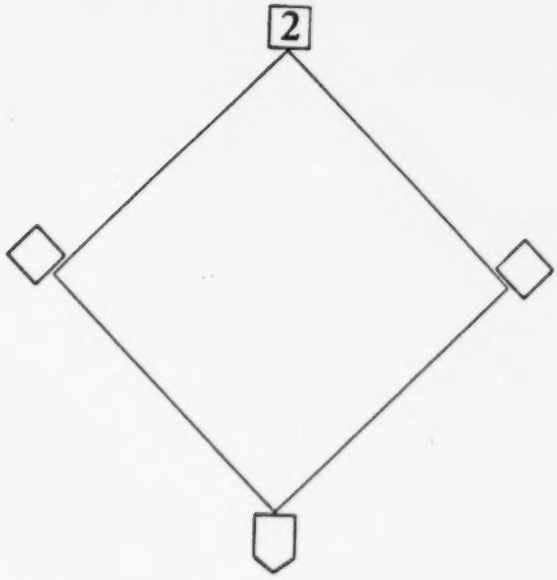
- Schools should consider a diversity of activities serving populations which heretofore have not been recognized as falling under the responsibility of the school. These include developing family resource centers; providing child care services (perhaps by using supervised high school students); expanding kindergartens into full-day programs; coordinating community lifelong learning, life-skill development, and recreational programs; expanding the involvement of local businesses; and consolidating the use of varied human, technical, and financial resources.

- The state should take leadership in gathering and disseminating information about existing social and human service programs. If such information is already available, it should be disseminated more widely through the schools and communities.

It was agreed that the responsibility for action rests on everyone's shoulders, not just the State Board of Education or local school boards. Quality programs and equal educational access are the joint responsibilities of policymakers as well as schools, families, and communities. Nonetheless, someone must take the lead and, as reflected in these forums, the schools themselves, as focal points of the community, are in the best position to do this. Although the state board sets parameters and ascertains the goals, in the end it is the schools and communities who must establish the visions, define the values, and provide the voices for meaningful change to occur in their jointly expanded roles and enhanced responsibilities.

In summary, both the testimony and the recommendations asserted the view that education, health, and social service agencies must combine their resources and work better together in order to deliver their services to those who need them in the most effective manner possible. It was understood that such reconfiguration will require the agencies to reconsider their relationships and redefine their individual roles in order to achieve the desired results.

That, of course, is a difficult task for the people in these agencies because they are so deeply immersed in their current roles and often are doing extremely well in spite of severely limited resources.



The Seminar: Recommending Specific Actions

Taking its title from one of the recommendations noted at the public forums, the RAC conducted a seminar in the spring of 1994 on "Designing Rural Schools as Community Learning and Service Centers." In the conference brochure, Governor Carper wrote that during his campaign for governor --

> (he) stressed the need to both strengthen Delaware families and improve the efficiency of service delivery in state agencies. Launching a series of community learning centers will go a long way toward creating an integrated "network" of services to which families may turn for education and guidance. Thus, through thoughtful planning and coordination, you will be directly addressing these dual needs.

The purpose of the seminar was to further develop information, insights, and plans which would help the staffs of education, health, and social service agencies to make decisions that would lead to better services for all children, youth, and adults in their communities.

The seminar was held in the spring of 1994. Over 140 persons who attended represented rural school districts in Delaware (as well as several from New Jersey) and included district administrators, teachers, counselors, nurses, school board members, and representatives of community health and social service agencies.

The format consisted of a morning session which involved panel discussions on "Visions and Goals" and "Practices, Problems, and Promises;" an afternoon session during which participants joined small groups to develop initial plans for their schools and communities; and a concluding session during which small groups presented their recommendations. The day ended with a brief discussion of next steps in designing rural schools as community learning and service centers. In addition, the seminar included a keynote address by Dr. Rene Bouchard, then president of the National Rural Education Association.

At the outset of the seminar, several basic assumptions and seven core issues were presented. For example, one basic assumption is that a number of stimuli impact the success of the family. To the extent that these forces are successful in positively supporting the family, the members of the family will, in turn, positively impact each of the stimuli. The final product of this self-fulfilling cycle is that society will be the benefactor of better results and that citizens will be contributors to, rather than solely consumers of, what society has to offer.

The seven core issues dealt with values, resource allocations, flexible schedules, minority representation, prevention (which often is less expensive than the cure), sacrifice, and rights and responsibilities. These issues relate to the well-being of this functioning, self-fulfilling cycle. First, whose values should be promoted? Resource allocation is always a central issue when dealing with limited resources and with the many consumers of those resources. All entities impacting the family must be able to adjust their schedules in order to fully meet the demands of the changing family unit. There must be minority representation at all levels of support for the family. Prevention, in the long run, is less costly and more effective than cure. Individuals at all levels of society will have to make sacrifices so that this effort can succeed. Lastly, society as a whole must begin the discussion of responsibilities with the passion that it has previously debated the matter of rights; this is relevant at both an individual and group level.

Two groups of recommendations were presented that were highly relevant to the concept of schools functioning as community learning and service center. First, the following eleven ways were suggested in which county interagency councils and schools can work more closely together. They can do so by --

(1) increasing communication between schools and the county interagency councils; communication should be a "two-way street,"

(2) encouraging all schools to be represented on and actively participate in the work of the councils,

(3) conducting council meetings periodically at various schools throughout the county,

(4) informing both school staff and the community about the health and social services for families that are available from the agencies and institutions in the counties,

(5) presenting reports of specific program activities at faculty meetings in order to make school staffs more aware of the work of the councils,

(6) preparing and widely disseminating a directory of county agencies and key contact people,

(7) identifying a single contact person in each school so that agency personnel know the appropriate school person to contact, as needed,

(8) planning and implementing cross-training programs for teachers, school administrators, and health and social service agency staff,

(9) using local (not state) newspapers to inform the general public of the existence of the councils, their activities, and what is being accomplished,

(10) involving all components of the general public (racial and religious) as well as local businesses in representing the schools district, since the broader the base, the more it can be innovative and communicative, and

(11) recognizing that schools should actively implement, rather than rubber stamp, the plans that are jointly developed.

Second, the participants also recommended 25 specific actions. The first recommendation was directed to the Rural Assistance Council; the remaining ones were directed to local educational and community service agencies. The recommendations were categorized into three types: (1) advocacy recommendations so that all Delaware schools (not just rural schools) are affected; (2) networking recommendations, i.e., realizing that these tasks cannot be accomplished by any single individual or group; and (3) planning recommendations, the largest of the remaining tasks.

Advocacy Recommendations

(1) Broaden future RAC dialogues to include more parents -- as well as school and community agency staff -- so that action plans are built with, not for, those parents who are most directly responsible for effecting change.

(2) Be advocates at the local and state levels for children, youth, and families who are in greatest need of services -- from birth onward. Press for the creation of family resource centers in each school district.

(3) Bring energy to bear on changing funding patterns to provide greater financial support for expanding school facilities and service integration programs. Such patterns should be flexible so that funds can be allocated to the areas of greatest need.

(4) Support enabling legislation to allow (a) more flexibility in building design, usage, and construction (since current space often does not allow for community usage); and (b) alternative systems of school-based management that might be more responsive to community needs, in general, and student needs, in particular.

Networking Recommendations

(5) Ascertain the needs of the community (children, youth, and families) and do not assume that we know them a priori.

(6) Work with parents and families to teach children and youth positive value systems, i.e., there is "another side of the value systems" than those that often are seen on the television screen.

(7) Involve the state association of visiting teachers to provide information and insights on school attendance issues.

(8) "Take the show on the road," i.e., communicate directly with those in need of services so they become aware of the paths out of their adversity. (Do not only "preach to the choir.")

(9) Make certain that community residents play meaningful roles and have a real sense of ownership for programs developed with (not for) them.

(10) Act on the suggested ways in which county interagency councils and schools can work more closely together.

Planning Recommendations

(11) Plan strategically by involving many more persons in "partnership groups."

(12) Consider extending the hours and days that schools are open. This would require enabling legislation.

(13) Provide satellite service centers in or near schools so they can be used without the school staff being totally responsible for meeting every need of everyone.

(14) Expand kindergartens to full time.

(15) Expand the Wellness Centers to the elementary grades and to full-service Family Resource Centers.

(16) Consider near-school locations for service centers since physical separation from the school campus might enable community members to clearly understand role distinctions.

(17) Broaden adult education and literacy programs so that adults who have not completed their schooling can have a second chance, thus making schools truly community learning and service centers.

(18) Utilize a central intake/contact person to coordinate and assist with implementing all available services.

(19) Share relevant information with all agencies and schools in order to avoid duplication, conflicting "stories" -- and frustration.

(20) Provide cross-agency training of school and agency personnel in order to explore common problems -- and solutions.

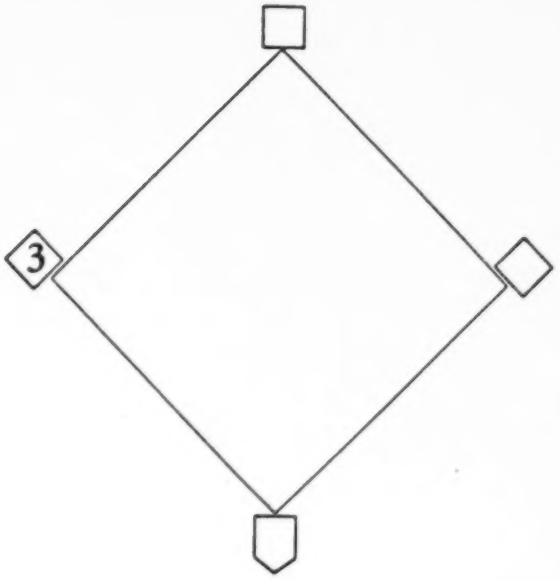
(21) Incorporate school-to-work activities into the program so that school completion (or incompletion) is not a dead-end for youths or adults.

(22) Incorporate service-learning activities into the program so that students develop greater interest in and skills for serving their communities.

(23) Open up schools to all adults (including school dropouts) for educational, health, and social services.

(24) Go back to your organizations and identify a liaison person or persons to follow through on these recommendations; establish a broad-based local steering committee.

(25) End the rhetoric; begin action planning and implementation.



The Workshop: Building Concrete Service Delivery Models

In an effort to "end the rhetoric" and "begin action planning and implementation," the RAC conducted a follow-up invitational workshop on integrating education, health, and social services in the spring of 1995. Twenty-four people representing seven school districts and four state and/or community agencies participated.

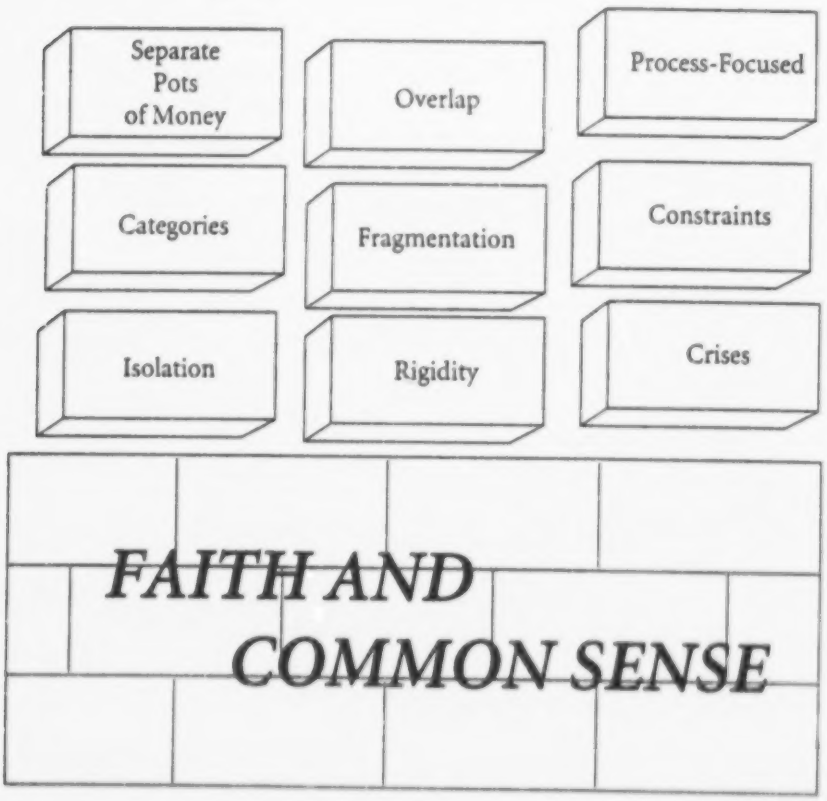
Facilitated by Ms. Carolyn Marzke of the National Center for Service Integration, the in-depth dialogue focused primarily on planning comprehensive services; assessing community strengths, resources, and needs; and financing comprehensive service systems. The major recommendations which the participants (principals, school staff, school board members, and community agency staff) proposed were as follows:

- Planning -- involve school improvement committees in formulating plans for presentation to school boards, extend high school Wellness Centers throughout the districts, and extend health and social services to the elementary school level.
- Assessing -- identify a central person to coordinate needs assessment efforts; develop a directory of state resources, services, and contact people; and maintain local statistical data banks.
- Financing -- develop a clearinghouse of funding sources, pool resources from several agencies and start a new account to be used by all agencies to assist individuals or families, and influence the state in finding alternative funding sources.

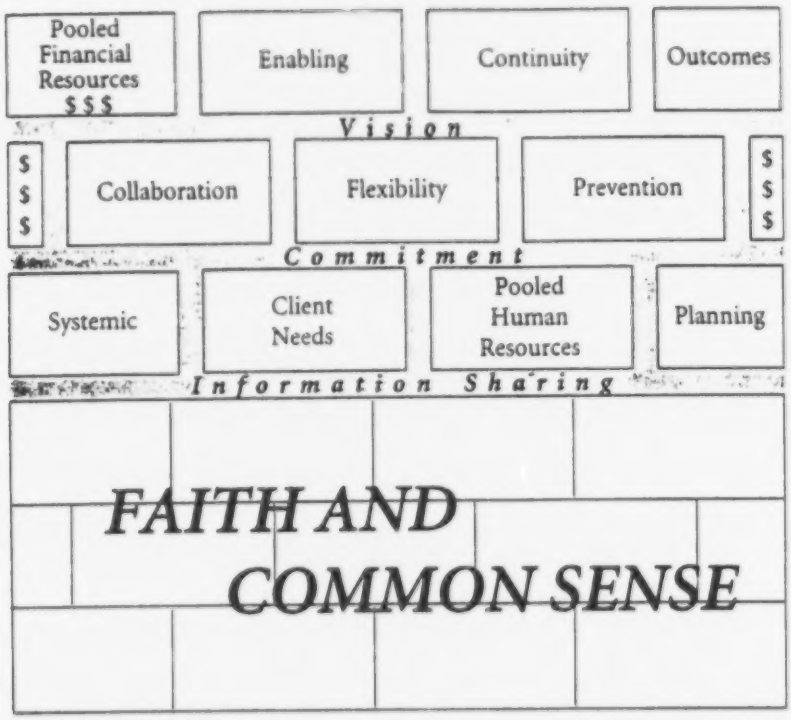
Dr. James VanSciver, chairperson of the RAC, presented a "construction" metaphor around which much of the dialogue centered, that is, building concrete service delivery models. Although each school and community is unique, "the foundation of faith and common sense" (as Carolyn Marzke asserted) can well serve all schools and communities.

Ms. Beverly Corelle of the Delaware State Education Association, and a member of the RAC, captured the essence of this notion very cogently -- and graphically. Looking at what she described as "the collision of collaboration," Corelle reflected that models can be built in one of two ways: in spite of the system or because of the system.

The in-spite-of-the-system model, which often describes the current situation, looks like this:



Ms. Corelle's view of the because-of-the-system model -- the RAC's preferred model -- is built on the same foundation but has an entirely different set of building blocks plus "mortar" which hold the blocks together: vision, commitment, and information sharing. The model is illustrated on the next page.



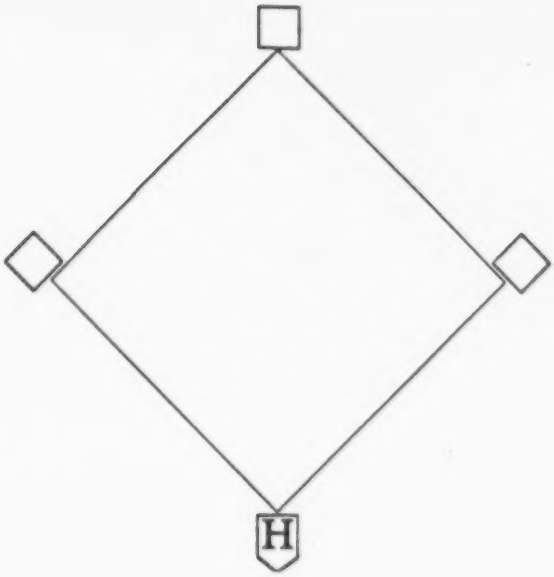
Building further on this concept, Dr. VanSciver presented each participant with a "tactile metaphor," a brick cut in half. On one half, the word "integrating" was written; on the other half, the word "services." Turning the bricks over, the phrase "If you build it" was written on one half; on the other half, "they will come." A small bag of mortar also was included. VanSciver asserted that the participants of the workshop are the mortar or the glue, the people who must work at binding together the two terms "integrating" and "services" if we are to build a model to which people will come. He described this "recipe for success:"

Ingredients:
1 supportive board of education
1 interested community agency
1 willing building school administrator
1 committed teacher or counselor

Mix well; add communication; and allow time to age to perfection.

Yield: 1 successful service integration model for a school and community.

Dr. VanSciver concluded that, in reality, while there is no simple "recipe," we must constantly work to find creative ways to acquire and utilize the financial, human, and technical resources that are needed to serve Delaware's children, youth, and their families: rural, urban, and in between.



The Next Steps: Planning for Action

The National Center for Service Integration has prepared a number of resource briefs which should be very helpful in action planning and for finding those "creative ways" of which Dr. VanSciver spoke. A good portion of the workshop, therefore, centered on these three resources:

- Getting Started: Planning a Comprehensive Services Initiative (Resource Brief #5)
- Charting a Course: Assessing a Community's Strengths and Needs (Resource Brief #2)
- Getting to the Bottom Line: State and Community Strategies for Financing Comprehensive Community Service Systems (Resource Brief #4)

The major guidelines for action planning presented by Carolyn Marzke were categorized into the same groups as were the recommendations presented at the seminar, i.e., advocacy, networking, and planning.

Advocacy Guidelines

Advocates of service integration should keep the following principles in mind:

- Services should be accessible, comprehensive, and integrated to provide continuity of support to children, youth, and families.
- Where appropriate, services should be preventive rather than crisis-driven.

- Services should be tailored to meet the needs of children, youth, and families, rather than dictated by categorical funding sources and professional service boundaries.

- Service systems should be driven by and assessed according to the specific outcomes desired for children and families; the outcomes should be determined through a collaborative process involving community members and representatives of the private, public, and nonprofit sectors.

- Services reform initiatives should build on and strengthen existing resources by recognizing the strength and diversity of neighborhoods and communities.

Networking Guidelines

Networking/collaborating requires commitment to shared decision making, shared risks, an ongoing process of communication and negotiation, and a multi-dimensional network of providers and policymakers. It is a means to an end.

- The challenges of collaboration

  -- balancing vision and practicality
  -- managing "turf" conflicts
  -- generating and maintaining adequate resources
  -- surviving turnover among key leaders and staff
  -- avoiding burnout
  -- keeping "your eyes on the prize."

- The characteristics of effective collaborations

  -- strong leadership
  -- members have authority to make decisions and commit resources
  -- climate for change
  -- diverse membership
  -- authority, flexibility, and adaptability among members
  -- formal and informal structures and processes
  -- outcome orientation
  -- clear, shared visions and goals based on community needs assessment
  -- relationships built on trust, respect, and mutual understanding
  -- a core staff responsible to the collaborative as a whole.

- Lessons from others for preventing major pitfalls

  -- establish clear lines of communication and clear roles
  -- spend time at the beginning getting acquainted and on team-building activities
  -- set short-term and long-term goals

- -- take time to recognize and celebrate collective achievements and individual contributions
- -- choose a realistic and financially pragmatic strategy
- -- make only those promises that can be kept
- -- encourage honesty about concerns and agendas
- -- maintain a focus on outcomes.

Planning Guidelines

A number of planning elements should be considered including several basic planning issues, community needs assessment, and financial strategies.

- First steps in planning
  - -- who should be included at the outset?
  - -- who should take lead responsibility?
  - -- how should the first meeting(s) be conducted?
  - -- what are the first orders of business?
  - -- how much follow-up is required to sustain initial energy?
- Key issues to consider early
  - -- services to provide
  - -- location of services
  - -- key players
  - -- likely supporters and opponents
  - -- confidentiality
  - -- service delivery strategies
  - -- transportation/access.
- Common service delivery strategies
  - -- team case management
  - -- collocation of services (family resource centers)
  - -- common intake and eligibility screening.
- Common universe of services
  - -- primary health care (physical and mental health)
  - -- basic needs/crisis intervention
  - -- academic services (e.g., enrichment, after-school programs, tutoring)
  - -- family support services (e.g. parenting education, child care, support groups)
  - -- recreation.

- How long does the planning process take?

  -- six months is a minimum, two years is standard
  -- self-assessment and planning should be ongoing throughout implementation.

- A community needs assessment

  -- a product offering important information about the community and its residents' strengths and needs
  -- a process by which community members understand community needs and become invested in working for change.

- Goals of community assessment

  -- establish a baseline of information
  -- prepare an inventory of available resources
  -- create a deeper understanding of how existing services do and do not meet the needs of children and families
  -- involve key community members in defining their needs, assets, and goals
  -- forge a consensus about the community's needs.

- Conducting an effective and credible community assessment

  -- obtain guidance from a broadly representative group
  -- tailor it to the community
  -- set a realistic time frame
  -- use available fiscal and personnel resources
  -- be systematic and draw from the best available data
  -- connect information collection to community goals
  -- view the community assessment as an ongoing process.

- Demographic and outcomes data

  -- economic and demographic data
  -- public health and vital statistics
  -- education data
  -- child welfare and juvenile justice data
  -- special reports (e.g., Children's Defense Fund, Kids Count.)

- Service data

  -- existing inventories, surveys, and phone books
  -- service accessibility
  -- service coordination/overlap
  -- neighborhood resource mapping.

- Consumer values and goals

  -- town meetings
  -- surveys and interviews
  -- focus groups.

- A good community assessment

  -- is based on goals the initiative establishes
  -- helps answer questions raised by the goals
  -- establishes benchmarks that help chart progress to meet the goals
  -- identifies existing resources and services available within the community and the areas of service gaps and weaknesses
  -- engages and involves key service providers and constituencies in better understanding and working with one another
  -- distinguishes needs and resources within different neighborhoods and cultural or associational communities
  -- makes efficient use of available information; not driven by data availability
  -- involves potential service users and neighborhood and community residents in identifying needs and solutions
  -- establishes commitment among a broad base of participants to take action and meet goals
  -- provides a solid foundation for designing, implementing, and tracking the effectiveness of comprehensive services initiatives.

- Mapping community assets: primary building blocks

  -- assets and capacities located inside the neighborhood, largely under neighborhood control: individual capacities, and associational and organizational capacities (citizens, businesses, financial institutions, cultural, religious.)

- Mapping community assets: secondary building blocks

  -- assets located within the community but largely controlled by outsiders: private non-profit organizations (colleges, hospitals, social services agencies); public institutions and services (schools, police, fire, libraries, parks); and physical resources (vacant land and structures, energy and waste resources).

- Mapping community assets: potential building blocks

  -- resources originating outside the neighborhood, controlled by outsiders: welfare expenditures, public capital improvement, and public information.

- Principles behind new financing strategies

  -- should reflect and reinforce a new set of principles and characteristics for service delivery and should be driven by a compelling and well-conceived program agenda

- -- should incorporate multiple funding sources and cut across traditionally separate service domains
- -- should make use of dollars already being expended in the service system
- -- require parallel alterations in service governance and delivery technologies if they are to achieve goals for a more effective service system.

- Financing strategies

  - -- pooling funds across agency lines to achieve common goals
  - -- delegating greater authority over the use of existing funding streams to community policymaking and administrative systems
  - -- redeploying existing funds from higher cost services toward lesser cost, alternative services
  - -- refinancing, through greater use of federal entitlement programs, accompanied by reinvestment to expand the funding base for services
  - -- leveraging private sector and foundation funds to expand the funding base for services or to cover the start-up costs for system reform
  - -- investing new funds, based on long-term cost benefit analysis, into prevention-oriented services with clear outcome accountability.

- Common funding sources

  - -- federal/national: Medicaid EPSDT, national foundations, family preservation and support, and community and migrant health services grants

  - -- state: maternal and child health block grants, other block grants (social services, community services), special state appropriations, and state foundations

  - -- local: local discretionary funds and special taxing district and initiatives.

- Projected costs

  - -- $300,000 for a mobile van that serves multiple schools in a large rural area
  - -- full-time school-based health center, $150,000 to $300,000 per year, driven mostly by breadth of services/staffing
  - -- $41,000 for a school-based health center that is open eight hours a week
  - -- $150,000 - $200,000 for significant school-linked services initiative is a common number.

- Budget considerations (cash and/or in-kind)

  - -- staff time for planning
  - -- facilities at or near schools to house services or personnel
  - -- staff to provide services
  - -- equipment for providing health services
  - -- transportation
  - -- full- or part-time staff person to coordinate the collaborative
  - -- outreach to the community.

Ms. Marzke also indicated that the Council of Chief State School Officers (CCSSO) can be helpful to school districts in identifying sites around the country that may have addressed concerns and overcome problems faced by other districts. The CCSSO's address is One Massachusetts Avenue, NW, Suite 700, Washington, DC, 20001-1431 (phone-202/408-5505).

[Note. Since this report was drafted, Ms. Marzke -- who is still working in the area of comprehensive service delivery and can be of great assistance to schools -- has moved and can now be reached at the following address: Walter R. McDonald and Associates, 12300 Twinbrook Parkway, Suite 310, Rockville, MD., 20852, (phone-301/881-2590; fax-301/881-0096.]

Conclusion. The conclusion is not yet written; however, it will be when action plans that integrate education, health, and social services are designed and implemented throughout the state. Many of Delaware's children, youth, and their families often may feel isolated. We must assure them that while they may feel isolated, they are not alone. The next step, therefore, is up to the school and community leaders of this state. Whether we score the winning run or are stranded at third base is up to each one of us.

Additional Resources

The National Center for Service Integration has published a series of Resource Briefs on the following issues:

#1 So You Think You Need Some Help? Making Effective Use of Technical Assistance by Charles Brunner

#2 Charting a Course: Assessing a Community's Strengths and Needs by Charles Bruner, et. al.

#3 Who Should Know What? Confidentiality and Information Sharing in Service Integration by Mark Soler and Clark Peters

#4 Getting to the Bottom Line: State and Community Strategies for Financing Comprehensive Community Service Systems by Frank Farrow and Charles Bruner

#5 Getting Started: Planning a Comprehensive Services Initiative by Carolyn Marzke and Deborah Both

#6 Making it Simpler: Streamlining Intake and Eligibility Systems by Allen Krause and Jolie Bain Pillsbury

#7 Making a Difference: Moving to Outcome-Based Accountability for Comprehensive Service Reforms by Nancy Young, et al.

Working paper:
Beyond the Buzzwords: Key Principles in Effective Frontline Practice by Jill Kinney, et al.

Annotated bibliography:
Case Management in Service Integration by Ellen Marks, Karen Maurer, and Linda Simkin

The documents are available for $4.00 each (shipping/handling) included by contacting:

Child and Family Policy Center
Fleming Building, Suite 1021
218 Sixth Avenue
Des Moines, Iowa 50309
Phone: (515) 280-9027
FAX: (515) 244-8997

Resource Brief #1 includes the following key guidelines in making effective use of technical assistance:

- Identify, as clearly as possible, the problems for which outside technical assistance is sought and the ways that technical assistance can be useful in identifying and implementing solutions.
- Enlist the cooperation, support, and involvement of key individuals within the initiative in securing the outside technical assistance.

- Gain a clear commitment from initiative participants to share the initiative's "real" problems with the provider so that disputes can be resolved promptly and not hinder progress.

- Identify the skills needed from the technical assistance provider, both related to technical expertise and process expertise, and the scope and duration of the technical assistance that will be needed to complete the task.

- Establish a process for selecting a technical assistance provider that both clarifies what the expectations of the provider are and allows the initiative to select a provider with the necessary skills.

- Conduct reference checks that cover all key aspects of the provider's responsibilities under the current initiative, and seek personal contact prior to the selection to ensure that the provider is compatible with all participants in the initiative.

- Assure that the technical assistance provider serves the needs of the initiative as a whole and does not represent (or appear to represent) a single organizational or professional interest within that initiative.

- Develop a mechanism of communications through which both the technical assistance provider and the initiative's members are kept informed of all relevant work activities within the initiative.

- Establish clear expectations for the technical assistance provider, including a framework for evaluating the provider's work continually through the process.

- Make clear that the relationship is interactive and that the expectation for the provider is to impart skills to initiative members -- so they can address future problems and challenges without as much need for outside assistance (p. 19).

Two other valuable resource organizations are the Institute for Educational Leadership (1001 Connecticut Avenue, NW, Suite 310, Washington, DC, 20036 -- 202/822-8405) and the Family Resource Coalition (200 South Michigan Avenue, 16th Floor, Chicago, IL, 60604 -- 312/341-0900). The Institute also provides technical assistance to school-based and community-based programs. Both organizations have published widely in the area of service integration.

Lastly, the monograph by Melaville and Blank, with Asayesh, Together We Can: A Guide for Crafting a Profamily System of Education and Human Resources, is a highly valuable resource in that it includes a five-stage framework to help schools and communities develop their own process, profiles of and "lessons learned" from four collaborative programs, vignettes that portray the challenges posed during implementation, and checklists on the collaboration process. Copies are available from New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954. The stock number is 065-000-00563-8; the price is $11.

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